

# ***Differentiated Instruction Towards Academic Standards***

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### **Principles in Differentiated Instruction**

*(Adapted from Rockport School District, Illinois)*

#### **What is Differentiated Instruction?**

A philosophy of teaching that allows the teacher to proactively plan and carry out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest and learning needs.

**Differentiated Instruction IS...**

- Proactive
- Student centered
- A blend of whole class, group and individual instruction
- Using multiple approaches
- Rooted in assessment
- Dynamic

**Differentiated Instruction  
is NOT...**

- An IEP for each student.
- Chaotic
- Another word for tracking
- Giving additional work to accelerated students
- “Watering down” the curriculum

**Key Points to Remember**

- It is a learned skill
  - Think of assessment as a roadmap for planning
- Be clear on key concepts and skills for all learners.
- Lessons should be engaging and respectful of a student’s time.
- Balance student-selected and teacher-assigned tasks.

1. Focus on Know and Do, not just “know.”

2. Explicit, “on purpose” teaching of content
3. Explicit, “on purpose” teaching of the learning skills necessary to learn content.
4. Explicit link between instruction and assessment.
5. Direct connection and articulation between grades and between subjects.
6. Clearly defined roadmaps as to what is to be taught and what is to be learned at each grade level and in each subject.
7. A clear responsibility of all teachers to teach to the academic standards at all grade levels.
8. Specific lesson planning to include a variety of presentation and performance modes.
9. Teaching and learning to the test.
10. Recognizing that it is matter of “when” most students will master a particular standard, not “if.” The teaching always continues.
11. Teaching as more than presentation of the facts.
12. Utilizing materials in addition to the textbook.
13. Recognizing inherent weaknesses of textbooks.

## **Practices in Standards Differentiated Instruction**

## **Whole Class Instruction**

1. Differentiate Instruction based on the curriculum, not the textbook
2. Make a distinction between the “what” (learning objectives or standards) and the “how,” (strategies, instructional techniques, assessments, materials, and activities)
3. Be sure that instruction and learning involve many different levels of critical thinking, involvement, and complexity, such as in Bloom’s Taxonomy.
4. Recognize and differentiate instruction to different learning styles, such as auditory, visual, and kinesthetic (kids doing things with what they have learned)
5. Recognize brain research that indicates to us that students have to do something with the facts in order to even remember the facts.
6. Recognize brain research that indicates to us that students have to make connections in the learning if learning is to be more than a set of facts.
7. Provide for different types of testing in each subject.
8. Testing in each subject should be frequent during a nine week marking period.

9. There should be many different types of assessment utilized during a nine-week marking period.
10. Provide for multiple ways for students to arrive at the learning objective or standard.
11. Utilize a lesson plan design that allows for students to organize and sequence information.
12. Utilize a lesson plan design that allows for students to practice what they have just learned in order to verify the learning.
13. Utilize opportunities for students to paraphrase, or to put information in their own words, during a class.
14. Differentiate between the “know” and “do” aspects of each learning objective. This differentiating typically means that teachers have to add more of the “do” portion to many learning objectives because historically much of curriculum is based on knowing and much less based on actually doing something with the subject (doing the subject).

## **Differentiated Instruction**

### **Small Group Instruction During A Class Period**

1. Implement strategies that teach students how to work with other students as part of each subject. It is not an option.
2. Develop “deep understanding” of concepts with students.
3. Develop performance assessments that are worked on within the context of the class.
4. Develop homework that students can successfully complete and ascertain their ability to do the homework during the class.
5. Develop short, direct, and quick performance assessments.
6. Blend the use of performance assessments during each marking period.
7. “Count” performance assessments as much as traditional multiple choice, fill in the blank, and short answer tests.
8. Target all assessment toward the learning objectives or standards, and to the test.
9. Utilize the concept of “backward design,” whereby the test for a unit is developed before the unit is taught so that the teachers focus instruction directly on the material to be learned.
10. Alternate small group instruction and large group instruction in class periods.

11. Utilize deep level questioning techniques with students asking the 36 different types of questions.
12. Utilize learning group starters on a frequent basis.
13. Small group instruction is instructional; that is, the teaching by the teacher continues during guided practice segments during a class period.



## **Varying the Content for Different Students or Groups of Students within the class**

1. Start with the basic lesson design and differentiate in the Guided Practice segment of the lesson so that the teacher can determine if the students are ready and can handle the differentiation.
2. Differentiate the “how” of instruction before differentiating the “what.” This practice will let the teacher know if the students can handle differentiation, and provide the teacher with insight as to how far the students can go during differentiation.
3. When differentiating the materials, activities, assessments, and techniques, it is important to understand that the teacher’s objective is to have as many students, preferably all, reach the learning objective or standard. This start in the differentiation process keeps the focus on mastery by large numbers of students and does not track students in the manner that some commercial products for differentiated instruction do.
4. Different students can reach the learning objective through different ways.
5. The next step in this level of differentiated instruction is to differentiate the “what” or the content. The objective in differentiating content is still to have large numbers of students reach the learning objectives or standards.
6. An objective of this level differentiated instruction is not to have only a few students reach the learning objectives or standards, and to have other students reach only portions of the learning objectives or standards.

## **Differentiated Instruction—Self Assessment**

What can you do to differentiate instruction in the whole class setting?

What can you do to differentiate instruction in the small group setting?

In a differentiated classroom it is best to work with a balance of student-selected tasks and working arrangements. How can you address this principle in your classroom?

Flexible grouping, or having students work in a variety of group configurations, is a key component of differentiating. How can you incorporate it into your planning?

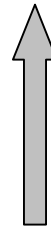
How will you differentiate instruction based on students' readiness levels?

## **Planning Instruction within the General Education Curriculum**

➤ **Academic Standards-Know and Do**

➤ **Benchmarks**

**The “what”**



➤ **Instructional Techniques**

➤ **Materials**

➤ **Activities**

➤ **Assessments**

**The “how”**



**Learning  
Modes  
for Curricular  
Success**

I'm listening closely, so I can get it right.  
It is better to do things right the first time.

That really clicks with me  
That doesn't ring a bell  
It sounds good to me  
I hear what you mean

**Auditory**

I hear what you are saying.  
How do you feel about this?  
How do you want this done?

Let's get started.  
I'll get the ball rolling.  
Look at the results.

**Visual**

I see what you mean  
Things are looking up  
I can picture what you are saying  
Today is so bright and clear

Planning is a waste.  
Let's just do it!  
Hot Diggity Dog! We'll have  
fun doing this one!

**Kinesthetic**

I'll be in touch  
I'm trying to get a feel for how this works  
I can't get a handle on it  
That guy is such a pain

## Comparing Classrooms

### Traditional Classroom

### Differentiated Classroom

<b>Student differences are masked or acted upon when problematic.</b>	<b>Student differences are studied as a basis for planning.</b>
<b>Assessment is most common at the end of the learning to see “who gets it.”</b>	<b>Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner need.</b>
<b>A relatively narrow sense of intelligence prevails.</b>	<b>Focus on multiple forms of intelligence is evident.</b>
<b>A single definition of excellence exists.</b>	<b>Excellence is defined in large measure by individual growth from a starting point.</b>
<b>Student interest is infrequently tapped.</b>	<b>Students are frequently guided in making interest-based learning choices.</b>
<b>Relatively few learning profile options are taken into account.</b>	<b>Many profile options are available for students.</b>
<b>Whole class instruction dominates</b>	<b>Many instructional arrangements are used.</b>
<b>Coverage of texts and curriculum guides and drives instruction.</b>	<b>Student readiness, interest, and learning profiles shape instruction.</b>
<b>Single option assignments are the norm.</b>	<b>Multi-option assignments are frequently used.</b>
<b>A single test prevails.</b>	<b>Multiple materials are provided.</b>
<b>Time is relatively inflexible.</b>	<b>Time is used flexibly in accordance with student need.</b>
<b>Single interpretation of ideas and events may be sought.</b>	<b>Multiple perspectives on ideas and events are routinely sought.</b>
<b>The teacher directs student behavior.</b>	<b>The teacher facilitates students’ skills at becoming more self-reliant learners.</b>
<b>The teacher solves problems.</b>	<b>Students help other students and the teacher solve problems.</b>

<b>A single form of assessment is often used.</b>	<b>Students are assessed in multiple ways.</b>
<b>The teacher provides whole-class standards for grading.</b>	<b>Students work with the teacher to establish both whole-class and individual learning goals.</b>

**Tomlinson, Carol. (1999). The Differentiated Classroom. Alexandria, VA: ASCD.**

# **Differentiated Instruction Practices for All Students**

## **Kindergarten-Transition from Early Intervention**

- ✓ Revise curriculum for early grade levels to have a developmentally appropriate approach.
- ✓ Revise curriculum for early grade levels to emphasize language, social, communication, and motor skills.
- ✓ Revise curriculum for early grade levels to emphasize “readiness” levels of children.
- ✓ Instructional approaches to be more “active” and “hands-on.”
- ✓ Instructional approaches to be more inclusive of readiness skills for teaching students to learn.

## **Elementary Grades**

- ✓ Emphasize skills that make students successful in all subjects.
- ✓ Emphasize “readiness” levels for subjects.
- ✓ Emphasize increased practice of skills in meaningful contexts--reduce worksheets.
- ✓ Increased use of performance assessments.
- ✓ Decreased use of paper-pencil tests.
- ✓ Increase use of language, communication, listening, reading, and writing skills in all subjects throughout the day.
- ✓ Increased presence of special teachers in classroom.
- ✓ Increased presence of special teachers and regular teachers teaching together.
- ✓ Increased use of special teachers using general education curriculum.
- ✓ Increased use of building teams to address student learning difficulties.
- ✓ Increased use of teaching teams to address student learning difficulties.
- ✓ Increased special education delivery in regular education classrooms.
- ✓ Itinerant teachers to provide more services in classrooms.
- ✓ Itinerant teachers to learn general education curriculum at early grades.
- ✓ Itinerant teachers to base instruction on general education curriculum.

## **Middle Grades**

- ✓ Grade level teams to serve as the core team for addressing all student needs.
- ✓ Grade level teams to determine and deliver grade level interventions across subjects.
- ✓ Grade level teams to measure achievement of large numbers of students.
- ✓ Special education teacher assigned to grade level team.
- ✓ Special education teacher and general education teacher to teach together more of time.
- ✓ All teachers do interventions for students.
- ✓ Increased use of performance assessments.
- ✓ Increased use of consistent lesson planning within grade level team.
- ✓ Increased use of skill teaching across subjects.
- ✓ Increased use of teaching students how to learn within subjects.

## **High School**

- v Increased use of middle school practices involving grade level teaming.
- v Increased use of special education teachers serving students in general education setting.
- v Responsibility by all teachers to teach all students.
- v Increased use of “active learning” principles.
- v Decreased use of multiple choice, true false, and fill in the blank testing.
- v Increased use of performance assessment that relates directly to curricular objectives.
- v Increased use of teaching students how to learn within each subject.
- v Increased use of performance testing that is short, direct, and frequent.
- v Increased use of both number and type of assessments during marking period.
- v Increased use of individualized grading practices based on actual curricular objectives.
- v Increased use of separating reading level from learning level.
- v Increased reliance of special education on general education teacher for subject matter teaching.
- v Increased reliance of general education on special education for learning strategies teaching.
- v Increased use of teaching learning strategies within context of specific subjects.
- v Increased use of real-life applications of subject matter content.
- v Increased “counting” of performance assessment work samples for “grade.”
- v Decreased emphasis on curricular coverage.
- v Increased emphasis on curricular mastery according to planned instruction objectives in order to meet academic standards.
- v Increased use by general educators and special educators on combining both subject matter content and learning strategies into meaningful lessons for students.
- v Increased delineation of student skills needed for successful jobs or post secondary education.
- v Increased instruction by special education teachers of transition skills.
- v Increased modeling for general education teachers of transition skills.
- v Increased “off-site” and “work-based” learning as “counting” for course completion and awarding of academic credit.
- v Increased implementation of “work-based” learning into the high school in each course.
- v Increased use of student service learning as counting toward grades in traditional subjects according to planned course instruction objectives’ analysis.
- v Increased use of students earning academic credit for courses in settings away from the school.
- v Increased implementation of specially designed instruction by all teachers.
- v Increased implementation of specially designed instruction in the vocational technical setting.
- v Increased cooperation between high school and vocational technical school.



## INDICATORS of Engaged Learning

Variable	Indicator of Engaged Learning.....Indicator Definition
<b>Vision of Learning</b>	<b>Responsible for learning</b> ... Learner involved in setting goals, choosing tasks, developing assessments and standards for the tasks; has big picture of learning and next steps in mind <b>Strategic</b> ..... Learner actively develops repertoire of thinking/learning strategies <b>Energized by learning</b> ..... Learner is not dependent on rewards from others; has a passion for learning <b>Collaborative</b> ..... Learner develops new ideas and understanding in conversations and work with others
<b>Tasks</b>	<b>Authentic</b> ..... Pertains to real world, may be addressed to personal interest <b>Challenging</b> ..... Difficult enough to be interesting but not totally frustrating, usually sustained <b>Multidisciplinary</b> ..... Involves integrating disciplines to solve problems and address issues
<b>Assess-ment</b>	<b>Performance-based</b> ..... Involving a performance or demonstration, usually for a real audience and useful purpose <b>Generative</b> ..... Assessments having meaning for learner; maybe produce information, product, service <b>Seamless and ongoing</b> ..... Assessment is part of instruction and vice versa; students learn during assessment <b>Equitable</b> ..... Assessment is culture fair
<b>Instruc-tional Model</b>	<b>Interactive</b> ..... Teacher or technology program responsive to student needs, requests (e.g., menu driven) <b>Generative</b> ..... Instruction oriented to constructing meaning; providing meaningful activities/experiences
<b>Learning Context</b>	<b>Collaborative</b> ..... Instruction conceptualizes students as part of learning community; activities are collaborative <b>Knowledge-building</b> ..... Learning experiences set up to bring multiple perspectives to solve problems such that each perspective contributes to shared understanding for all; goes beyond brainstorming <b>Empathetic</b> ..... Learning environment and experiences set up for valuing diversity; multiple perspectives, strengths
<b>Grouping</b>	<b>Heterogeneous</b> ..... Small groups with persons from different ability levels and backgrounds <b>Equitable</b> ..... Small groups organized so that over time all students have challenging learning tasks/experiences <b>Flexible</b> ..... Different groups organized for different instructional purposes so each person is a member of different groups; works with different people

<b>Teacher Roles</b>	<p><b>Facilitator</b> ..... Engages in negotiation, stimulates and monitors discussion and project work but does not control</p> <p><b>Guide</b> ..... Helps students to construct their own meaning by modeling, mediating, explaining when needed, redirecting focus, providing options</p> <p><b>Co-learner/co-investigator</b> ..... Teacher considers self as learner; willing to take risks to explore areas outside his or her expertise; collaborates with other teachers and practicing professionals</p>
<b>Student Roles</b>	<p><b>Explorer</b> ..... Students have opportunities to explore new ideas/tools; push the envelope in ideas and research</p> <p><b>Cognitive apprentice</b> ..... Learning is situated in relationship with mentor who coaches students to develop ideas and skills that stimulate the role of practicing professionals (i.e., engage in real research)</p> <p><b>Teacher</b> ..... Students encouraged to teach others in formal and informal contexts</p> <p><b>Producer</b> ..... Students develop products of real use to themselves and others</p>

*The High School Magazine*, September 1999

## ***Differentiated Instruction Checklist*** **Differentiating Products or Assessments**

<b>Teacher Action</b>	<b>Getting Started</b>	<b>Along The Way</b>	<b>Regular &amp; Frequent Practice</b>
1. Use different products or assessments for the same content on a regular basis, rather than always using the same tests or assignments.			
2. Use a combination of short and longer culminating products, rather than just lengthy assignments.			
3. Use simple and complex products, rather than just complex products.			
4. Use simple products to lead to more complex products.			
5. Use a variety of products per subject per marking period.			
6. Use a high frequency of products per subject per marking period.			
7. Relate products directly to learning objectives, benchmarks, or standards so assessment is “on purpose.”			
8. Use a combination of skill analyses, rubrics, checklists, and traditional (multiple choice, true/false, short answer) assessments during the marking period.			
9. Move products and assessments beyond measuring “facts only” so that students have to “do” something with the information.			
10. Develop and use performance assessments within the context of regular class periods, rather than just using performance assessments for outside assignments.			
11. Incorporate short, direct, and frequent performance assessments as a starting point to longer, project-based performance assessments.			

12. Count performance assessments as much as traditional assessments in grades.			
13. Provide clear and concise components of assignments in checklists or rubrics.			
14. Develop study guides when developing the assessment and use them during instruction.			
15. Instruct students on test taking skills.			
16. Develop the assessment for a particular unit or topic before teaching it.			

***Differentiating Activities or “What Students Do”***

<b>Teacher Action</b>	<b>Getting Started</b>	<b>Along the Way</b>	<b>Regular &amp; Frequent Practice</b>
1. Develop and use short, direct, and frequent activities to target learning objectives, rather than only lengthy tests.			
2. Integrate traditional activities such as asking questions, sharing with a partner, checking each other’s work, note taking, and organizers with other activities, and grade these activities.			
3. Relate activities directly to the learning objectives, benchmarks or standards so that there is a direct connection.			
4. Design activities that outline steps for students and include scoring guides or rubrics.			
5. Design activities that will become the assessments so that structured activities count for the grade.			

## Differentiating Content

Teacher Action	Getting Started	Along The Way	Regular & Frequent Practice
1. Analyze students' readiness levels for specific content before teaching it.			
2. Move content from concrete to abstract along a continuum in all units.			
3. Base content on the curriculum, not the textbook.			
4. Recognize inherent weaknesses in textbooks, particularly the heavy emphasis on facts, and then adjust content presentation accordingly to include concepts and principles.			
5. Make the connection to concepts and principles from facts presented in text materials.			
6. Analyze text content and break down the material into sections.			
7. Analyze content and re-organize the material into steps according to the curriculum scope and sequence.			
8. Present information through a combination of visual, auditory, and kinesthetic modes.			
9. Have students express information through a combination of visual, auditory, and kinesthetic modes.			
10. Make sure that content emphasizes both "know" and "do" aspects of learning.			

## **FIVE TYPES OF MOTIVATIONAL STRATEGIES FOR THE CLASSROOM**

SOURCE: Jere E. Brophy, "Synthesis of Research on Strategies for Motivating Students to Learn," *Educational Leadership* 45, no.2 (October 1987).

### **Essential Preconditions**

1. Supportive Environment -- safe, positive climate created by the teacher in which students feel comfortable to take a risk without fear of failure.
2. Appropriate level of challenge / difficulty.
3. Meaningful learning objectives.
4. Moderation/optimal use of strategies.

### **Motivating by Maintaining Success Expectations**

5. Program for Success -- Start where the student is and move at an appropriate pace, preparing the student for increasing levels of difficulty.
6. Teach goal-setting, performance appraisal, and self-reinforcement skills.
7. Help students to recognize linkage between effort and outcome.
8. Help students attribute failure to lack of effort or an inappropriate strategy rather than to lack of ability.

### **Motivating by Supplying Extrinsic Incentives**

9. Offer rewards for improved performance.
10. Structure appropriate competition.
11. Help students to realize the purpose of learning -- to prepare them for a productive life.

### **Motivating by Capitalizing on Students' Intrinsic Motivation**

12. Adapt tasks to students' interest.
13. Use a variety of activities and allow them to select topics, projects, and assignments that appeal to their curiosity.
14. Allow choices or autonomous decisions -- active participation in learning and in decisions about their learning.
15. Provide opportunities for students to respond actively.
16. Provide immediate feedback to student responses.
17. Allow students to create finished products.
18. Include fantasy or simulation -- emotional involvement in the learning increases motivation.
19. Incorporate game-like features directed to academic content.
20. Include higher-level objectives and divergent questions. Ask thought provoking questions and insist on thoughtful answers.
21. Provide opportunities to interact with peers. Encourage both intellectual and social growth.

### **Stimulating Student Motivation to Learn**

22. Model interest in learning and motivation to learn.
23. Communicate high expectations to all students.
24. Minimize students' performance anxiety during learning activities. Foster a supportive, non threatening environment.
25. Project intensity. Communicate the importance of the learning task both verbally and nonverbally.
26. Project enthusiasm. Show interest in the learning.
27. Induce task interest or appreciation by relating the present learning to previous learnings that have importance to the student.
28. Induce curiosity or suspense. Present information in an interesting way.

29. Induce dissonance or cognitive conflict. Introduce contrasting or disturbing data and information to increase motivation for the task.
30. Make abstract content more personal, concrete, or familiar. Create hands-on, concrete experiences.
31. Induce students to generate their own motivation to learn. Interest and involvement depend on the part the student plays in the learning activity.
32. State learning objectives and provide advance organizers. Prepare students for the new learning by stating the objectives with clarity and providing a framework for organizing the material.
33. Model task-related thinking and problem solving. Make the invisible learning visible by thinking out loud as you solve the problem.



## **Top Nine Motivational Strategies**

**The following items represent ideas from the work of Carolyn Mamchur, and provide nine areas for motivation strategies in the secondary classroom:**

- 1. Opportunities for students to have choices in the classroom.**
- 2. Opportunities for students to feel in control, in charge of themselves and their learning.**
- 3. Opportunities for students to make decisions that really count in the classroom.**
- 4. Ways students demonstrate responsibility for their own learning.**
- 5. Ways students know when they have pleased you.**
- 6. Ways you know when you have pleased the students.**
- 7. Opportunities for successful practice.**
- 8. Opportunities for students to feel important in the classroom.**
- 9. Opportunities to share laughter and pleasure with students.**

**Mamchur, C. But the Curriculum. Phi Delta Kappan, April 1990, 634-637.**

**STRATEGY BANK ACTIVITY**  
**MOTIVATIONAL STRATEGIES**

- A. Utilizing the Brainstorming Technique within your team, develop two specific strategies for each motivational area designated

**1. Opportunities for students to have choices in the classroom.**

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**2. Opportunities for students to feel in control, in charge of themselves.**

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**3. Opportunities for students to make decisions that really count in the classroom.**

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**4. Ways students demonstrate responsibility for their own learning.**

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**5. Ways students know when they have pleased you.**

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**6. Ways you know when you have pleased the students.**

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**7. Opportunities for successful practice.**

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**8. Opportunities for students to feel important in the classroom.**

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**9. Opportunities to share laughter and pleasure with students.**

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**Burke's "Dirty Dozen"**  
**Teacher Behaviors that Can Erode the Classroom Climate**

- |                                  |  |
|----------------------------------|--|
| <b>1. Sarcasm</b>                | Students' feelings can be hurt by sarcastic put-downs thinly disguised as "humor."   |
| <b>2. Negative Tone of Voice</b> | Students can "read between the lines" and sense a sarcastic, negative, or condescending tone of voice.   |
| <b>3. Negative Body Language</b> | Clenched fists, a set jaw, a quizzical look, or standing over a student in a threatening manner can speak more loudly than words.  |
| <b>4. Inconsistency</b>          | Nothing escapes the students' attention. They will be the first to realize the teacher is not enforcing the rules consistently.  |
| <b>5. Favoritism</b>             | "Brown-nosing" is an art and any student in any class can point out the "teacher's pet" who gets special treatment.  |
| <b>6. Put-Downs</b>              | Sometimes teachers are not aware they are embarrassing a student with subtle put-downs, but if teachers expect students to encourage rather than put down, they need to model positive behavior. |
| <b>7. Outbursts</b>              | Teachers are sometimes provoked by students and they "lose it." These teacher outbursts set a bad example for the students, create a negative climate, and could lead to more serious problems.  |
| <b>8. Public Reprimands</b>      | No one wants to be corrected or humiliated in front of his/her peers. One way to make an enemy out of a student is to make him or her lose face in front of the other students.                  |

**9. Unfairness**

Taking away promised privileges or rewards; scheduling a surprise test; “nitpicking” while grading homework or tests; or assigning punitive homework could be construed by students as being “unfair.”

**10. Apathy**

Students want teachers to listen to them, show them they are important, and empathize with them. If teachers convey the attitude that teaching is just a job and students are just aggravations that must be dealt with, students will respond accordingly.

**11. Inflexibility**

Some students may need extra help or special treatment in order to succeed. A teacher should be flexible enough to “bend the rules” or adjust the standards to meet students’ individual needs.

**12. Lack of Humor**

Teachers who cannot laugh at themselves usually have problems motivating students to learn, and usually have boring classes.

From Burke, K. (1992). *What to do with the kid who...Developing cooperation, self-discipline, and responsibility in the classroom.*, 279. Palatine, IL: Skylight Publishing, Inc.

# **Executive Summary of the Research Synthesis on Effective Teaching Principles and the Design of Quality Tools for Educators**

**Edwin S. Ellis**

**Lou Anne Worthington**

**Martha J. Larkin**

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## **Effective Teaching Principles**

**Principle 1:** *Students learn more when they are engaged actively during an instructional task.*

**Principle 2:** *High and moderate success rates are correlated positively with student learning outcomes, and low success rates are correlated negatively with student learning outcomes.*

**Principle 3:** *Increased opportunity to learn content is correlated positively with increased student achievement.*

**Principle 4:** *Students achieve more in classes in which they spend much of their time being directly taught or supervised by their teacher.*

**Principle 5:** *Students can become independent, self-regulated learners through instruction that is deliberately and carefully scaffolded.*

**Principle 6:** *The critical forms of knowledge associated with strategic learning are (a) declarative knowledge, (b) procedural knowledge, and (c) conditional knowledge. Each of these must be addressed if students are to become independent, self-regulated learners.*

**Principle 7:** *Learning is increased when teaching is presented in a manner that assists students in organizing, storing, and retrieving knowledge.*

**Principle 8:** *Students can become more independent, self-regulated learners through strategic instruction.*

**Principle 9:** *Students can become independent, self-regulated learners through instruction that is explicit.*

**Principle 10:** *By teaching sameness both within and across subjects, teachers promote the ability of students to access potentially relevant knowledge in novel problem-solving situations.*

<b>Effective Teaching Principle</b>	<b>Teaching and Learning Practices to Increase</b>	<b>Teaching and Learning Practices to Decrease</b>
<b>Principle 1:</b> <i>Students learn more when they are engaged actively during an instructional task.</i>		
<b>Principle 2:</b> <i>High and moderate success rates are correlated positively with student learning outcomes, and low success rates are correlated negatively with student learning outcomes.</i>		
<b>Principle 3:</b> <i>Increased opportunity to learn content is correlated positively with increased student achievement.</i>		
<b>Principle 4:</b> <i>Students achieve more in classes in which they spend much of their time being directly taught or supervised by their teacher.</i>		
<b>Principle 5:</b> <i>Students can become independent, self-regulated learners through instruction that is deliberately and carefully scaffolded.</i>		

<b>Principle 6:</b> <i>The critical forms of knowledge associated with strategic learning are (a) declarative knowledge, (b) procedural knowledge, and (c) conditional knowledge. Each of these must be addressed if students are to become independent, self-regulated learners.</i>		
<b>Principle 7:</b> <i>Learning is increased when teaching is presented in a manner that assists students in organizing, storing, and retrieving knowledge.</i>		
<b>Principle 8:</b> <i>Students can become more independent, self-regulated learners through strategic instruction.</i>		
<b>Principle 9:</b> <i>Students can become independent, self-regulated learners through instruction that is explicit.</i>		
<b>Principle 10:</b> <i>By teaching sameness both within and across subjects, teachers promote the ability of students to access potentially relevant knowledge in novel problem-solving situations.</i>		



TEACHER'S RESPONSE TO PROBLEM STUDENTS  
Good, Thomas L., Brophy, Jere E. (1997). *Looking In  
Classrooms*. Addison Wesley Longman, Inc.

USE: When the class contains one or more students who present chronic, severe problems in personal adjustment or classroom behavior.

PURPOSE: To inventory the teacher's coping strategies.

Pick a particular student and check the strategies that the teacher uses for coping with this student.

A. GENERAL STRATEGIES

- \_\_\_\_\_ 1. Control undesirable behavior through demands or threats of punishment
- \_\_\_\_\_ 2. Offer incentives or rewards for improved behavior
- \_\_\_\_\_ 3. Provide modeling, training, or other instruction designed to teach the student more effective ways of coping (either in general or in particular situations in which problem behavior is frequent for this student)
- \_\_\_\_\_ 4. Identify and treat underlying causes believed to be responsible for the student's symptomatic behavior (home pressures, self-concept problems, etc.)
- \_\_\_\_\_ 5. Provide counseling designed to increase the student's insight into the problem behavior and its causes or meanings
- \_\_\_\_\_ 6. Attempt to change the student's troublesome attitudes or beliefs through logical appeal or persuasion
- \_\_\_\_\_ 7. Attempt to provide encouragement, reassurance, or support to the student's self-concept through creating a supportive environment
- \_\_\_\_\_ 8. Attempt to develop a close personal relationship with the student
- \_\_\_\_\_ 9. Other (describe)

B. SPECIFIC STRATEGIES

- \_\_\_\_\_ 1. Minimize conflict by intervening as seldom and as indirectly as possible
- \_\_\_\_\_ 2. Use humor or other face-saving or tension reduction techniques when direct intervention is necessary
- \_\_\_\_\_ 3. Maintain close physical proximity or monitor the student's behavior closely
- \_\_\_\_\_ 4. Use time-out procedures to extinguish disruptive behavior by removing the opportunity for the student to misbehave and be reinforced for it
- \_\_\_\_\_ 5. Use time-out procedures to allow the student an opportunity to calm down and reflect after an outburst
- \_\_\_\_\_ 6. Use behavior contracts to formalize offers of reward for improved behavior
- \_\_\_\_\_ 7. Use modeling or role play procedures to help student learn the self talk that controls adaptive responses to frustrating or threatening situations
- \_\_\_\_\_ 8. Adjust work expectations or assignments if these seem inappropriate and appear to be contributing to the problem
- \_\_\_\_\_ 9. Adjust seat assignment, group assignment, or other social environment/peer relationship factors

- \_\_\_\_\_ 10. Attempt to develop peer support for the problem student
- \_\_\_\_\_ 11. Attempt to develop peer pressure on the problem student (to stop behaving inappropriately)
- \_\_\_\_\_ 12. Active listening. “I” statements, or attempts to negotiate “no-lose” solutions (Gordon’s techniques)
- \_\_\_\_\_ 13. Attempt to get the student to recognize problem behavior, accept responsibility, and commit to a plan for improvement (Glasser’s techniques)
- \_\_\_\_\_ 14. Contact with family members
- \_\_\_\_\_ 15. Involvement of mental health professionals
- \_\_\_\_\_ 16. Other (describe)

### C. ASSESSMENT

Which of these strategies appear to be helpful, and which do not? Which might be more helpful if they were implemented more often, more systematically, or in a different way? Are there strategies that the teacher doesn’t use that might be helpful?

Good, Thomas L., Brophy, Jere E. (1997). *Looking In Classrooms*. Addison Wesley Longman, Inc.

## **Principles of Cooperative Learning in the Differentiated Classroom**

# **Improving Student Achievement Through Teacher Directed Actions**

## **(Principles of Cooperative Learning in the Classroom)**

### **Cooperative Learning**

The first section of this presentation is based on the work of Harry Wong: Wong, Harry and Wong, Rosemary. (1998). **How to Be An Effective Teacher: The First Days of School**. Mountain View, CA: Harry Wong Publications.

#### **What it is:**

What occurs between the assignment and the test is what teaching is all about.

- Cooperative learning refers to a set of instructional techniques whereby students work in small, mixed-ability learning groups.
- The students in each group are responsible not only for the material being taught in class but for helping their group mates learn.
- Teacher presents a lesson.
- Student groups are given activities to master the objectives
- Teacher teaches group and study strategies.
- Students work together to help one another master the objectives.
- It is structured situation.
- During the activity students:
  - Clarify opinions
  - compare impressions
  - share solutions
  - develop skills for leadership and teamwork

## **Why do cooperative learning?**

- **Academic Standards have both a “know” and a “do” component. If students are to master standards, they must have more opportunities to practice both the knowing and the doing. The “doing” cannot be assumed.**
- **If students are to remember even just the facts, they have to do something with the facts. They will not remember the facts just by learning the facts.**
- **Textbooks are replete with a heavy emphasis on facts. Textbooks do not embellish and attempt to explain concepts and principles to students. Without concepts and principles, students will not remember the facts.**
- **The person doing the instructional talking in the classroom is the one doing the learning.**
- **Students remember the doing more than they remember the lecturing.**
- **“Doing” the subject is direct proof of learning. Giving facts back to the teacher is low level learning.**

## **Elements of Cooperative Learning**

### **How to divide the class into groups**

- Need to do it quickly and quietly
- How quickly students move into groups depends on how explicitly the teacher explains how and why groups will be formed.
- Number of people in a group—the class will be divided into groups many times. Each time there is a need for a group, the size of the group will depend on the nature of the activity. Some activities may take two people; others may take four. There is no need to ask students if he or she can work with any particular person because the groups are not fixed.
- Length of time in a group—each time the class is divided into groups, the length of the group activity will depend on the nature of the activity. Some activities may take two minutes; others may take days.
- When the directions, either verbal or written, do not state what is to be done and what is to be accomplished, the students will start to act up.
- Students who are placed in a group are more positive about one another when they learn to work cooperatively, regardless of ability, ethnic background, or handicap.

### **More sophisticated cooperative learning skills:**

1. Asking for and giving help.
2. Showing that they are interested in what others are saying.
3. Talking about several solutions before choosing one.
4. Criticizing ideas, not people.
5. Looking for evidence before changing their mind.
6. Asking questions to try to understand another point of view.

### **What about the student who does not work?**

- Spell out the assignments.
- Being responsible does not mean that the student does all the work. It means that he is in charge of getting others to help in the task.

**Cooperative learners use higher-quality reasoning strategies; higher level processing, and deeper thinking than isolated students.**

### **Cooperative learning promotes:**

1. Positive peer relationships.
2. Better social skills.
3. More social support.
4. More interest in the subject.
5. More self-disciplined.

### **Accountability:**

1. Each member of a group is held accountable for the performance of all. Each student in the group should be able to report the group's conclusions, procedures, or solutions.
2. Group evaluation.

### **How to structure a cooperative learning activity**

1. Specify the group name.
2. Specify the size of the group.
3. State the purpose, materials, and steps of the activity.
4. Teach the procedures.
5. Specify and teach the cooperative skills needed.
6. Hold individuals accountable for the work of the group.
7. Teach ways for the students to evaluate how successfully they have worked together.

Wong, Harry and Wong, Rosemary. (1998). **How to Be An Effective Teacher: The First Days of School**. Mountain View, CA: Harry Wong Publications.

### **Student Responsibilities in Cooperative Learning Groups**

1. Encourage teammates to do well because they all benefit.
2. Share leadership responsibilities.
3. Focus on both academic assignments and the skills they need to work together.
4. Take responsibility for classroom management.

Wong, Harry and Wong, Rosemary. (1998). **How to Be An Effective Teacher: The First Days of School**. Mountain View, CA: Harry Wong Publications.



**This model of teaching has no research to support it:**

1. Assign chapters to read.
2. Answer the questions at the back of the chapter or on a worksheet.
3. Deliver a lecture and have students take notes.
4. Show a video or do an activity.
5. Construct a test based on a number of points.

Rickards found that:

1. The most ineffective place to print questions is at the end of a textbook or chapter.
2. It is an ineffective method to give a student all the questions for an assignment at one time and then ask the student to answer all the questions and to turn them in all at one time.

Richards found that if you want a student to achieve higher-level comprehension, you should intersperse the questions throughout the text.

Wong, Harry and Wong, Rosemary. (1998). **How to Be An Effective Teacher: The First Days of School**. Mountain View, CA: Harry Wong Publications.

**Four Beliefs of an Effective Teacher**

Madeline Hunter

1. It is the teacher who makes the difference in the classroom
2. By far the most important factor in school learning is the ability of the teacher.
3. There is an extensive body of knowledge about teaching that must be known by the teacher.
4. The teacher must be a decision maker able to translate the body of knowledge about teaching into increased student learning.

Wong, Harry and Wong, Rosemary. (1998). **How to Be An Effective Teacher: The First Days of School**. Mountain View, CA: Harry Wong Publications.

### **The Fatal Fallacy of Textbooks**

1. A committee or teacher's choice of a textbook is the single most important decision in establishing the curriculum.
2. The curriculum is a set of knowledge and skills packaged in textbooks.
3. Most teachers base their instruction on covering, and hence being imprisoned, by a single textbook.
4. Teachers have faith in the textbook.
5. Students are trained the right answer from the textbook.
6. All supplementary activities add to the textbook.

Wong, Harry and Wong, Rosemary. (1998). **How to Be An Effective Teacher: The First Days of School**. Mountain View, CA: Harry Wong Publications.

### **Only One Out of Twelve**

Researchers Kevin Wise and James Okey wanted to know what teaching strategies were most important in helping students achieve. They looked at 12 factors:

1. Audiovisual
2. Grading
3. Inquiry/discovery
4. Focusing on objectives
5. Hands-on manipulation
6. Modifying the textbooks and instructional materials.
7. Presentation mode of teacher.
8. Questioning strategies.
9. Testing.
10. Teacher direction.
11. Wait time.
12. Miscellaneous.

They found that focusing on objectives made the most difference on student achievement.

Wong, Harry and Wong, Rosemary. (1998). **How to Be An Effective Teacher: The First Days of School**. Mountain View, CA: Harry Wong Publications.

## **Are You Teaching for Accomplishment or Just Telling the Students What to Do?**

Ineffective teachers do not teach for learning; they tell the students what to do. Often work that is assigned is used to kill time. Examples: Read chapter 24, do the problems on page 34, Write a paper on Brazil; Complete this worksheet; Sit quietly and read pages 23 to 30; Do this activity; Answer the questions at the end of the chapter.

These jobs do not tell the students what is to be comprehended, learned, or achieved. When the student is told what to do, no sense of accomplishment or responsibility is associated with what the student is to achieve.

Effective teachers teach for student accomplishment and responsibility. When an assignment tells a student what is to be accomplished, you are also teaching responsibility. Students who are responsible and are working for accomplishment or achievement will ask questions like these: How am I doing? Will I be first chair? Am I first string? Is it good enough for an A?

Therefore, teach for accomplishment, using structured assignments with objectives, and not only will the students demonstrate competence, but you will be regarded as a competent teacher.

Wong, Harry and Wong, Rosemary. (1998). **How to Be An Effective Teacher: The First Days of School**. Mountain View, CA: Harry Wong Publications.

## **Learning Must Be Crystal Clear**

To maximize learning and minimize disruptions, students must understand clearly what is expected of them. They need to know four things:

1. What they are to learn.
2. How they are to learn it.
3. How they are to demonstrate what they have learned.
4. How the quality of their learning will be evaluated.

Lorin Anderson. (1993). *Timepiece: Extending and Enhancing Learning Time*.

Reston, VA: NASSP.

## **A Symbol of Failure**

Most studies suggest that student performance does not improve when instructors grade more stringently and, conversely, that making it relatively easy to get a good grade does not lead students to do inferior work.

It is not a symbol of rigor to have grades fall into a “normal” distribution of failure—failure to teach well, to test well, and to have any influence on the intellectual lives of students

Kohn, Alfie. (1994). *Grading: The Issue Is Not How but Why*. *Educational Leadership*, October, 1994.

### **Three Basic Methods of Instruction**

1. Conventional Instruction—This is the textbook, lecture, worksheet, and test method. The chapters in the textbook constitute an assignment, and the tests are written to determine students' marks only.
2. Mastery Learning—The instruction is the same as in the conventional instruction method except the assignments are based on objectives the students are responsible for accomplishing and the tests are criterion-referenced tests. Many of these tests are formative tests used to determine what kind of corrective help the student needs before the summative test is given.
3. Tutoring—This is one-to-one instruction, frequently of the conventional form but preferably of the mastery learning form.

The average student taught under Mastery Learning outperformed 84% of the students taught under a conventional form. (Bloom, 1984. *The Search for Methods of Group Instruction as Effective as One-on-One Tutoring*. Educational Leadership).

### **Four Steps for Effective Teaching**

1. Base each assignment on a set of objectives or benchmarks, which are based on standards.
2. Base each test on the objectives; that is, write criterion-referenced tests.
3. Make the first test a formative test. You are teaching under a mastery-learning format when you use these steps. You are now 84% more effective than the conventional teacher.
4. After the tests are graded, you note, for instance that the student has missed certain questions. You determine what corrective action you need to give the student in order for him to master the objective. You have just changed from group instruction to individualized tutoring. You are now 98% more effective than the conventional teacher.

Wong, Harry and Wong, Rosemary. (1998). **How to Be An Effective Teacher: The First Days of School**. Mountain View, CA: Harry Wong Publications.

## **Student Engagement and Involvement Progression**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
15. **Learning Groups**
16. **Lengthy Activity**
17. **Projects**



## Learning Group Starters

**Turn to Your Neighbor:** Three to five minutes. Turn to your neighbor and ask something about the lesson. Explain, summarize important points.

**Reading Groups:** Read material together and answer questions. One person is the reader and the other person is the recorder, and the third person is the checker. Develop three possible answers to each question and be certain that all agree on the answers.

**Jigsaw:** Each person reads and studies part of a selection, then teaches what he or she has learned to the other members of the group. Each then quizzes the group members until satisfied that everyone knows his or her part thoroughly.

**Focus Trios:** Before a lecture or reading, summarize together what they already know about the subject and come up with questions they have about it. Afterwards, the trios answer questions, discuss new information, and formulate new questions.

**Drill Partners:** Drill each other on the facts they need to know until they are certain both partners know and can remember them all.

**Worksheet Checkmates:** Two persons, each with different jobs, do one worksheet. Reader reads, and then suggests an answer. Writer either agrees or comes up with another answer. When they both understand and agree on an answer, the Writer writes it. Then switch roles.

**Homework Checkers:** Compare homework answers, discuss any not answered similarly, then correct their papers and add the reason they changed an answer.

**Test Reviewers:** Prepare each other for a test.

**Composition Pairs:** One person explains what he or she plans to write, while the other person takes notes or makes an outline. Together they plan the opening or thesis statement. Repeat the process switching roles. Then exchange outlines and use them in writing the paper.

**Problem Solvers:** Each group has a problem to solve. Each person in the group must contribute to part of the solution. Groups decide who does what jobs, but they must show where all members contributed. Each person must be able to explain how to solve the problem.



**Computer Groups:** Work together on the computer. Must agree on input before it is entered. One person operates the keyboard, another is the monitor reader, and a third person verifies the other two and makes the final decision. Roles are rotated.

**Book Report Pairs:** Interview each other on the books read, and then report on a partner's book.

**Writing Response Groups:** Read and respond to each other's papers three times--1) mark with a question mark anywhere they do not understand something or think it is weak; 2) discuss the paper as a whole group; 3) decide on changes.

Developed from Johnson, et. al. *Circles of Learning Cooperation in the Classroom*.  
Edina, NH: Interaction Books

# *Lesson Design*

1. Identify the Learning  
Using Knowledge Meaningfully  
**Extend Knowledge   Refine Knowledge**  
**Integrate Knowledge   Acquire Knowledge**  
“Know and Be Able To Do”

## **Check for Understanding**

Teacher Questions  
Student Questions  
Partial Information  
Paraphrase

## **2. Cue Set**

## **3. Best Shot Mini Lesson**

## **4. Guided Practice Activity Period**

## **5. Independent Practice**

## **6. Formative Assessment**

## **7. Closure**

## **8. Summative Assessment**

## **Active Participation**

See-Listen  
Talk-Write

Hearing Words  
Looking At Pictures  
Looking At An Exhibit  
Watching A Demonstration  
Participating In A Discussion



**Habit of Mind**

## **Lesson Design**

Instructional Design provides many opportunities teachers to direct instruction. This modified mastery learning design provides for maximum opportunities for students to be engaged in structured connections to mastery of standards and objectives in each subject.

- 
1. Before Teaching
  2. Setting up the learning
  3. Review of material
  4. Reason to learn material
  5. Link to prior knowledge
  6. Demonstrate connections

- 
1. Lecture
  2. Teacher's chance to "hook" students
  3. Significant information in short period of time
  4. Engage learner

- 
1. Specific practice of material presented
  2. Teacher led
  3. Students engaged
  4. Learning connections
  5. Learning Applications
  6. Next lesson based on this part of lesson

- 
1. Homework
  2. No new  
Material
  3. Be sure students can do it first
  4. Direct purpose to classroom objectives

- 
1. Ongoing feedback
  2. Assess learning and material and instruction
  3. Not the test
  4. Assessment before the test

- 
1. Summary
  2. Tie-up the learning
  3. Set stage for the next Best Shot
  4. Determine next lesson
  5. Make Connections

- 
1. Paraphrasing
  2. Discussion
  3. Question and answer
  4. Student generated questions
  5. Group and individual
  6. At least three times per period

- 
1. Paper and pencil responses
  2. Oral responses
  3. Student generated questions
  4. Large group work
  5. Small group work
  6. Individual work
  7. Student led discussions

## **Pairs Check**

When placing students in cooperative groups to practice a new skill, one way of ensuring that there will be helping among students and that all students will stay on task is a simple structure to be used with mastery-oriented worksheets called Pairs Check.

### **Procedure:**

1. Teams break into two sets of pairs. Partners work on a worksheet. One student works on the problem while the other, the coach, watches, and helps, if necessary.
2. The coach checks his/her partners work for agreement. If the partners don't agree on the answer, they may ask the other pair on the team. If the team as a whole cannot agree on an answer, each teammate raises a hand. The teacher knows four hands up is a team question.
3. If the partners agree on the answer, the coach offers his or her partner a praiser.
4. The partners switch roles and repeat steps 1-3. The student who had been the coach now becomes the problem solver, while the other student becomes the coach.
5. The team reunites; pairs compare answers. If they disagree and are unable to figure why, four hands go up.
6. If the team agrees on the answer, they do a team handshake.

## Pairs Check Worksheet

This worksheet is designed to be used with the pairs check procedure. Person one in the pair does the first problem in the left column, while person two acts as a coach. When they switch roles, person two completes the problem in the right column. When both people of the pair finish the first two problems, they check with the other pair first before proceeding to the next two problems. An example of a worksheet is on the next page.

## Pairs Check

Name

Name

Date

Date

Adapted from: Kagan, Spencer: (1994) Resources for Teachers, San Juan Capistrano, Ca.  
*Cooperative Learning*, Chapter 10.

# Reciprocal Teaching

**Definition:** A peer tutoring procedure that utilizes a structured discussion (dialogue with a purpose) based on the four strategies of predicting, questioning, clarifying and summarizing. Students model and lead the discussion.

## **Purposes:**

1. To teach students that the reading process required continual predicting, questioning, clarifying and summarizing for effective comprehension of reading material.
2. To assist students in self-monitoring their comprehension.

## **Strategies:**

1. Predicting: Stating what probably will occur in the text.
2. Questioning: Identifying critical information and connecting prior knowledge with new information.
3. Clarifying: Resolving any confusing points.
4. Summarizing: Listing and connecting important ideas.

## **Procedure:**

1. Give students direct instruction in the appropriate use of the four strategies prior to engaging in reciprocal teaching.
2. Place the students into groups of four. Put one member in charge of each strategy and give him/her a prompt card with the strategy name printed on it.
3. Have the students read a common text. As they are reading, have them apply the four strategies with each team member leading the group at the appropriate time. In this manner, each student gives to and gains from the group (reciprocity).

Note: Although the students take turns teaching during this experience through practice of this scaffolded instruction method; the students gradually apply the strategies to their personal reading.

## **Recommendations and Options:**

1. Conduct mini-lessons that model the use of each of the strategies.
2. Role play and discuss the strategies prior to implementation.
3. Have students record their predictions, questions, clarifications and summaries in response journals.
4. Take time for processing sessions that give students opportunities to discuss what went well and what needs to be improved along with ways to make the improvements.
5. Have sharing times when students can discuss how they are using the strategies in their personal reading and how useful the strategies are to them.
6. Periodically, assess how effectively the strategies are being used during small group and individual reading times.
7. Take time to model the strategies in a think aloud fashion as you read to students.
8. Incorporate the strategies into individual conferences by asking the students to predict,

question and summarize.

**Benefits:**

1. Conducts reading, writing and thinking throughout the curriculum.
2. Encourages the development of skills, strategies and attitudes that foster self-regulative learning.
3. Promotes a social solidarity and collaborative spirit.

References: *Literacy Plus-An Integrated Approach to Teaching Reading, Writing and Vocabulary and Reasoning* by Robert J. Marzano et al. Columbus, Ohio: Zaner Bloser Co., 1991.

“A Cognitive and Motivational Agenda for Reading Instruction”, Winograde and Pares Educational Leadership, (December/January, 1989).



## Mini-Lesson: Using the Five Finger Approach as a Fix-Up Strategy

**Objective:** Students will demonstrate how to use a systematic word attack approach during reading.

**Materials:** A chart listing the five steps involved in this approach:

1. Frame it
2. Bleep it
3. Look for...
4. Sound it out
5. Use helpers

Text written on chalkboard or transparency which can be used to demonstrate this approach.

**Procedure:** Competent readers apply fix-up strategies as they read. They need direct instruction in these techniques along with ample time for application and follow-up discussion - Think Aloud times should include such discussions. It is important to plan specific mini-lessons dealing with fix-up strategies such as the Five Finger Approach in order to provide students with a scaffolding that fosters independence. Introduce each of the five steps in this approach and provide modeling, guided practice, and monitoring as the developmental stages of the class or student dictates. Students should be made aware of the fact that there are multiple ways of figuring out a word other than just by sounding it out. It is important to frequently discuss the fact that the purpose of each strategy is to help them understand what the author is trying to communicate - that meaning is paramount. Students are not always completely aware of this fact and need frequent reinforcement.

To demonstrate this approach, choose whole text, preferably “real text” that the student is currently encountering. Display the text on the chalkboard or with the overhead projector, and guide the class or student through the five options for decoding:

1. **Frame it:** Instruct the students to look carefully at the word from left to right. Show them how they can place their fingers at the first and last letters so that the word is framed. Sometimes framing is all that is necessary.
2. **Bleep it:** Have them cover or skip the word that is giving them trouble. Tell them to read the entire sentence and see if they can figure out the word using context clues. Also, show them how they can substitute a word that makes sense and keep on reading provided they understand the meaning of the text as a whole.

3. **Look for...:** Help them to examine the word for structural characteristics - prefixes, suffixes, and compound words - or have them divide the word into syllables and try to pronounce it.
4. **Sound it out (phonics):** Show them how to check for vowel patterns and attempt to “sound it out”.
5. **Use helpers:** Tell them they can utilize helpers which include using a dictionary or finding a coach who can assist them without actually telling them the word. Let them know that they can get someone to tell them the word after they have tried all the other steps in the procedure.

Reference: Wilson, P.M. *Diagnostic and Remedial Reading for Classroom and Clinic*, Columbus, Ohio: Charles Merrill Publishing Company, 1972.

# **Comprehension Strategies**

## **Modeling and Question Frames for Developing Strategic Listening and Reading Abilities (Henk, 1989)**

### **Before The Story**

#### **Surveying/Predicting**

Before we read (or listen to) a story, we should try to get an idea of what it will be about. This will help us understand the story better because we'll know what to expect. What can we look at that will give us some ideas about this story? I know I always look at the title and the pictures to help me.

Today we are going to read/listen to a story called \_\_\_\_\_. What do you think a story with a title like that might be about? What makes you say that? A title like that makes me think the story might be about \_\_\_\_\_. The reason I think so is because \_\_\_\_\_.

Maybe we can get an even better idea of what the story will be about by looking at the pictures. Where do you think the story takes place? How do you know that? From the pictures, can you tell when the story takes place? How do you know that? I think the story takes place at \_\_\_\_\_ because \_\_\_\_\_. Who do you think the main character will be? What do the pictures make you think will happen in this story? Why do you think so? The pictures make me think that \_\_\_\_\_ might happen because \_\_\_\_\_. Is there anything you would like to know about any of the pictures that would help you make a better guess about the story?

#### **Activating Prior Knowledge**

Before I read or listen to a story, I try to think about what I might already know about it. This helps me to understand it better. What do we already know about it \_\_\_\_\_ that might help us understand the story better?

#### **Setting Purpose for Reading**

Now that I have an idea what the story is going to be like I need to think about what I should learn from it. When we read/listen to this story, what should we be looking for? What should you be able to do to prove that you understand the story?

## During the Story

### Imagery

When I hear (or read) that, it makes me get pictures in my head. I can see \_\_\_\_\_.  
What pictures are you getting in your head? Why do you think that? Have you ever seen anything like that before? Where? When?

### Making Predictions

Now that we know \_\_\_\_\_, what do you think will happen next? I think that \_\_\_\_\_ will happen because \_\_\_\_\_. We'll have to keep reading to find out if we are right or not.

*ENCOURAGE THE CHILDREN TO RAISE THEIR HANDS WHEN THEY COME TO A WORD OR STORY EVENT THEY DON'T UNDERSTAND.*

### Self-Questioning

As I read or listen to a story, I always ask myself, "Does this make sense to me?" At other times I ask myself, "Does this fit with what I've already learned in the story?" or "Does this fit with what I already knew before the story?" I think it's also a good idea to ask myself, "Is this something a teacher might ask about?" If it is, then it's probably important.

### Using Context/Re-Reading

That's a really hard word, isn't it? When I'm not sure what a word means the first thing I do is go back and read the sentence over again. I would look around for clues that tell me what the word might mean. Let me read the sentence again and you tell me if there are any good clues. Does anyone think they know what the word means? Why do you think so? Did any special clue give the answer away? Maybe I should go back and read the whole page again to be sure. I might have missed something that would help me understand this word (or idea).

### Reading Ahead/Skimmming/Skipping

I'm still not sure what that word means so I'll just keep reading. Sometimes I can figure out what a word means by reading (or listening to) the next couple of sentences. And if that doesn't work I'll either look far ahead in the story or just skip the word for now. Maybe I won't even need to know what that word means to understand the story.

### Adjusting Rate

This part is getting hard to understand. I don't think I've ever read (or listened to) anything like this before. I better slow down and think about it more carefully.

### Paraphrasing

Now let's see if I've got this straight. If I can put what happened so far in my own words, I'll probably understand the story. What would you say has happened up to now?

### **Asking For Help**

I've tried everything else and I still don't understand, I've slowed down, I've re-read the sentence and the page, I've read aloud, I've tried to put it in my own words, and I've looked around for clues. I'm going to have to ask somebody for help.

## **After The Story**

### **Summarizing**

Now that we're done reading, let's think about the most important things that happened in the story. Pretend that you have to tell a classmate who did not read or listen to the story what it was about. Listen to this. Would this be a good summary \_\_\_\_\_? Why not? How about this one \_\_\_\_\_? Do you think this is better? Why? What about it makes it better (or worse)? Would your classmate understand the story better after you told the story in this way? Try putting the story in your own words. What would you tell your friends?

## Differentiating Instruction Using High-Level Questioning

Questions- an important part of communication.

“Once you have learned how to ask relevant and appropriate questions, you have learned how to learn and no one can keep you from learning whatever you want or need to know.”

Neil Postman & Charles Weingartner

*Teaching as a Subversive Activity*

The skill of asking high-level questions is one that should be developed and modeled by teachers so that our students can become skillful questioners.

**Just differentiating questions is not enough.**

- Modification of questions to match student readiness is movement in the right direction of differentiated instruction but don't stop here.

- Use a variety of questions in addition to other strategies to help students understand the concepts of a unit of study.

**All learners** need to think at high levels. •For advanced learners use a combination of advanced information with complex thinking requirements. •Required students to defend answers.

- Use open-ended questions.

**Bloom to the Rescue!**

Use Bloom's Taxonomy to create various levels of questions.

### **KNOWLEDGE**

Finding out, factual answers, resting recall and recognition.

### **COMPREHENSION**

Understanding, translating, interpreting, extrapolating.

### **APPLICATION**

Making use of knowledge, having a “new slant” for students.

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### **ANALYSIS**

Taking apart the known, breaking down into parts.

### **SYNTHESIS**

Combining elements into a pattern not clearly there before

### **EVALUATION**

Judging outcomes, state why.

**Mystery Powders and Bloom's**

- Knowledge - What tool is used to measure the mass of mystery powder “A”?
- Comprehension - How would you compare mystery powder “A” with “B”.
- Application - How would you organize the data you are collecting in this mystery powders lab?

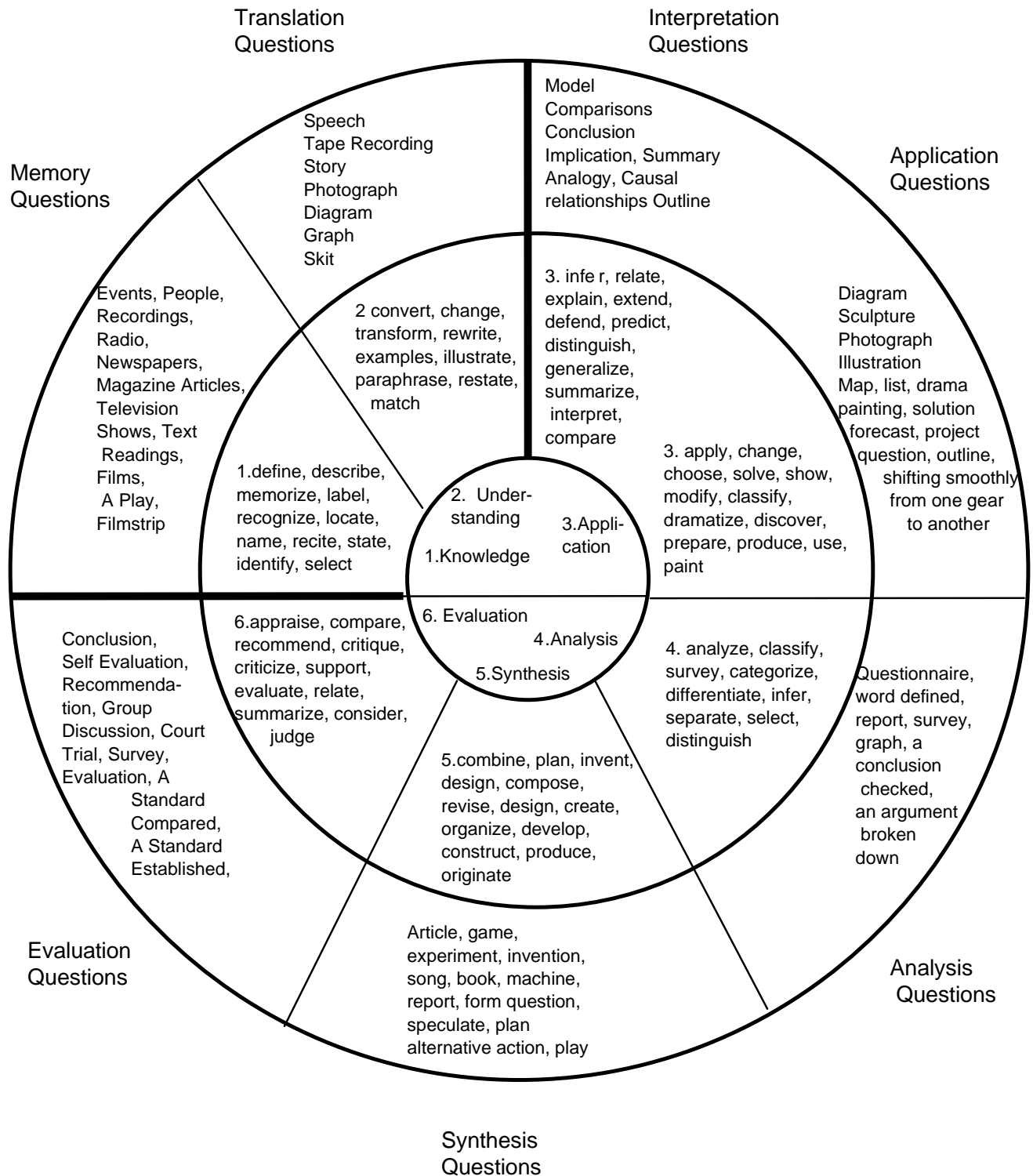
- Analysis - What inferences can you make about the identity of the mystery powders?
- Synthesis - Based on what you know, how will you determine the identity of the mystery powders?
- Evaluation - In the real world, what is the value of this experiment?

There are a variety of types of questions that teachers can learn to use.

\*Check the internet

**\*Questioning Makes the Difference and Active Questioning by Nancy L. Johnson  
(Pieces of Learning)\*Quick Flip Questions for Critical Thinking by Linda G. Barton  
(Edupress)**

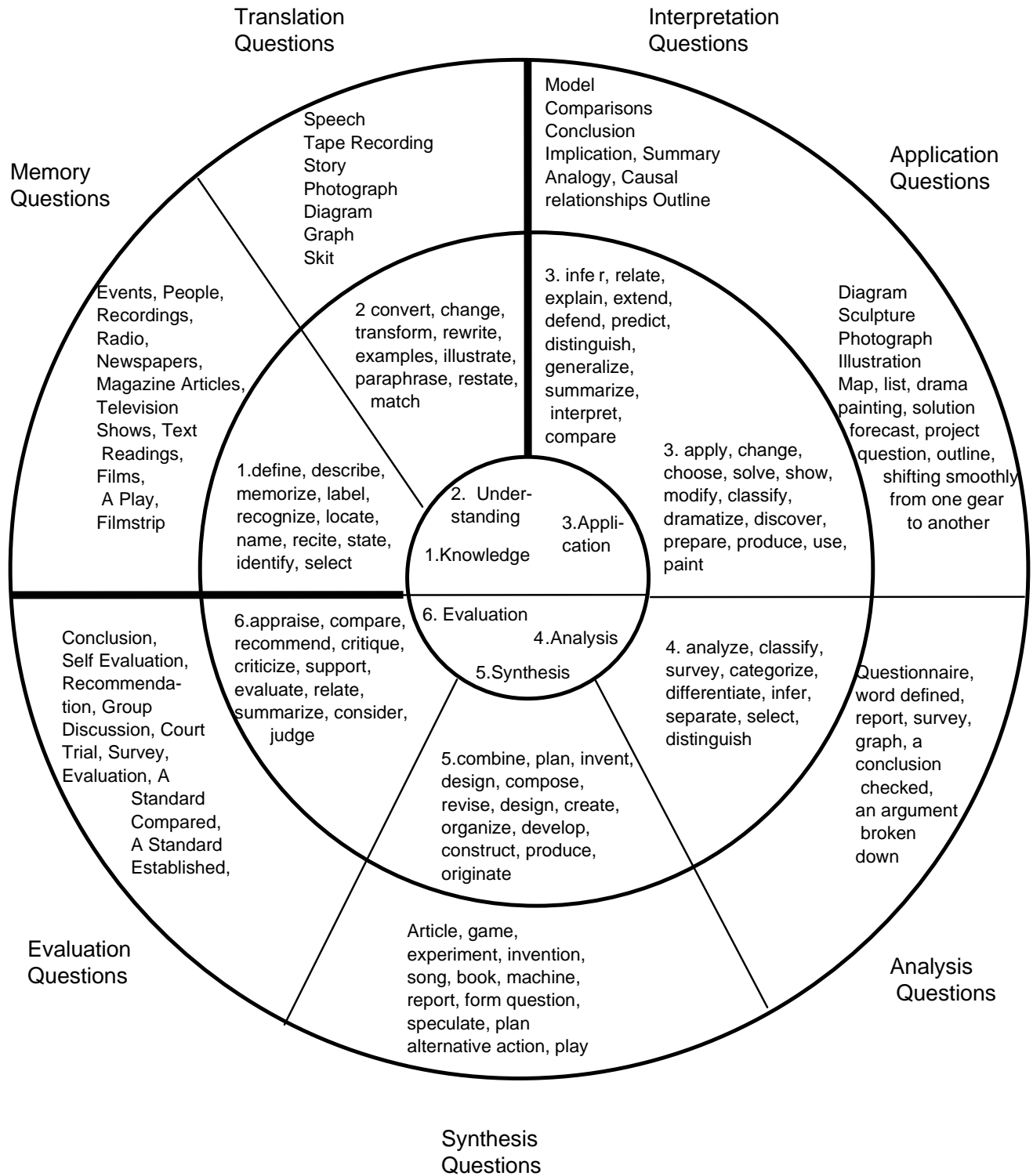
# *The Verbs of Teaching, Learning and Assessing*



*Judith Roseberry and Jeanne Delp*



# *The Verbs of Teaching, Learning and Assessing*



Judith Roseberry and Jeanne Delp

## Question Matrix

<b>1.</b> <b>What is?</b>	<b>2.</b> <b>Where/When is?</b>	<b>3.</b> <b>Which is?</b>	<b>4.</b> <b>Who is?</b>	<b>5.</b> <b>Why is?</b>	<b>6.</b> <b>How is?</b>
<b>7.</b> <b>What did?</b>	<b>8.</b> <b>Where/When did?</b>	<b>9.</b> <b>Which did?</b>	<b>10.</b> <b>Who did?</b>	<b>11.</b> <b>Why did?</b>	<b>12.</b> <b>How did?</b>
<b>13.</b> <b>What can?</b>	<b>14.</b> <b>Where/When can?</b>	<b>15.</b> <b>Which can?</b>	<b>16.</b> <b>Who can?</b>	<b>17.</b> <b>Why can?</b>	<b>18.</b> <b>How can?</b>
<b>19.</b> <b>What would?</b>	<b>20.</b> <b>Where/When would?</b>	<b>21.</b> <b>Which would?</b>	<b>22.</b> <b>Who would?</b>	<b>23.</b> <b>Why would?</b>	<b>24.</b> <b>How would?</b>
<b>25.</b> <b>What will?</b>	<b>26.</b> <b>Where/When will?</b>	<b>27.</b> <b>Which will?</b>	<b>28.</b> <b>Who will?</b>	<b>29.</b> <b>Why will?</b>	<b>30.</b> <b>How will?</b>
<b>31.</b> <b>What might?</b>	<b>32.</b> <b>Where/When might?</b>	<b>33.</b> <b>Which might?</b>	<b>34.</b> <b>Who might?</b>	<b>35.</b> <b>Why might?</b>	<b>36.</b> <b>How might?</b>

## Cubing

+A cube includes six faces with a different activity on each face. +The concept-based activities are differentiated according to student interest and/or readiness. +Each student rolls the cube a specific number of times, and the face that points up on each roll becomes a task for that student to complete.

A cube includes six faces with a different activity on each face. +The concept-based activities are differentiated according to student interest and/or readiness. +Each student rolls the cube a specific number of times, and the face that points up on each roll becomes a task for that student to complete.

Possible prompts for  
cube faces.

•Describe - *What is it?* •Compare - *What is it similar to and different from?* •Associate - *What does it make you think of?*

Create cubes with prompts at various levels of difficulty then color code the cubes.

•Create cubes with some faces containing the same prompt and the remaining faces can be designed for students who like writing (create a journal entry), another for visual or spatial learners (make a model or drawing), and a third for oral learners (tell a story or write a song).

Possible uses for cubing.

•Introduce a new concept. Build interest in a new concept. Informally pre-assess students.  
•In the middle of a unit to help students see the relevance of a concept.  
•Review concepts.  
Informally assess students.

## Curriculum Compacting

The process of identifying learning objectives, pretesting students for prior mastery of these objectives, and eliminating needless teaching or practice if mastery can be documented. The time saved through this process may be used to provide either acceleration or enrichment for students.

### Rationale for Compacting

1. **Students already know much of their text's contents.**
2. **Textbooks have been "dumbed down."**
3. **The quality of textbooks has failed to improve.**
4. **The pace of instruction and practice time can be modified.**
5. **The needs of high-ability students often are not met in classrooms.**
6. **Compacting provides time for more challenging learning experiences.**
7. **Compacting guarantees educational accountability.**

### How do I begin?

#### •Step One:

Identify the objectives in a given subject area.

Prioritize the objectives.

**Identify students who should be pretested.** The teacher needs to discern students' specific strength by examining academic records, standardized tests, class performance, and previous evaluations.

**Streamline instruction of those objectives students have not yet mastered but are capable of mastering more quickly than classmates.** Remember instruction must be: high quality, appropriate to student levels, motivating, and adequate time must be provided for learning.

Offer challenging alternatives for time provided by compacting. •Individual or small group projects •Accelerated curriculum based on advanced concepts. •Mini-courses on research topics.

•**Pretest students to determine their mastery level of the chosen objectives.** Most educators set mastery level at 80-85%. Assure students that if they don't "test-out" they will not be labeled as poor learners.

## Learning Centers

What is a learning center?

•Can be a collection of materials learners use to explore topics. •For advanced learners they should provide greater breadth and depth on interesting and important topics. •For struggling learners it can be an opportunity to practice needed skills.

### Suggestions

•Don't have all students do all tasks at all centers. •Monitor what students do and learn at centers. •Balance student and teacher choice about centers to be completed. •Some tasks should require transformation and application.

### Advantages

The use of learning centers can: \*draw on advanced thinking skills. \*provide for continuous development of student skills.

\*draw on advanced reading skills. \*allow for student independence. \*develop advanced skills with research and technology.

### A good learning center should contain:

- Clearly stated directions, objectives and purpose of the center.
- Enticing questions, inviting displays, and activities that appeal to various learning styles.

### They should also contain:

Ideas of what to do when students finish ahead of others.

Scoring guides or other evaluation criteria.

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Guidelines for student behavior. •Examples of completed tasks. •Instructions for storing work between center visits.

### Consider this....

•Learning centers don't have to be elaborate - it can be located on a book shelf. •Set up four centers- auditory, visual, extension, tactile-kinesthetic- around the same key concept.

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•Have students create a learning center. •Pull class together for large-group discussions after a few days of working at centers.

## WebQuests

### A Tool for Differentiating Instruction

A WebQuest gives individuals or small groups of learners the opportunity to use research, problem solving, and basic skills as they move through a process of finding out, drawing conclusions about and developing a product on a topic or question.

(Tomlinson, How to Differentiate Instruction in Mixed Ability Classrooms – 2nd edition, 2001)

#### A WebQuest Should Contain...

- Introduction – used to orient the learner as to what is coming and raise some interest in the learner by making the topic seem fun, urgent, relevant to the learner, attractive, and important.

- Task – describing what the learner will have done at the end of the WebQuest.

Bernie Dodge, 1995

- 

- Process – the steps a learner should go through in completing the WebQuest.

- Resources – a list of webpages which the instructor has located that will help the learner accomplish the task. Resources do not have to be restricted to those found on the Internet.

#### A WebQuest Should Contain...

- Evaluation – a grading scale which focuses on the task. •**Conclusion** – Not a critically important piece but it rounds out the document and provides the students the opportunity to summarize the experience.

Bernie Dodge, 1995

#### Examples

- <http://webquest.sdsu.edu>

This site is maintained by Bernie Dodge and contains hundreds of finished WebQuest for your use as well as more information about creating your own WebQuest.

- <http://www.rockwood.k12.mo.us/itech/index.htm>

Click on WebQuests on the menu bar. This site contains examples of WebQuests created by Rockwood teachers.

## Differentiated Instruction



### Helpful Internet Resources

<http://curry.edschool.virginia.edu/gifted/hotlinkx>

This site offers general information about differentiated instruction, curriculum ideas, and research information.

<http://www.mcps.k12.md.us/departments/eii/eiimanagepracticespage.html>

This site offers general information about differentiation and classroom strategies.

<http://edweb.sdsu.edu/webquest/webquest.html>

This site explains what a Web Quest is, has many examples, and provides a template for those wishing to create their own Web Quest.

<http://www-ed.fnl.gov/trc/tutorial/taxonomy.html>

This site explains the technique of Socratic Questioning and provides questions starters.

<http://www.utexas.edu/student/lsc/handouts/1414.html>

This site provides a list of model questions and key words using Bloom's Taxonomy.

[http://web.odu.edu/webroot/orgs/Educ/Misc/MCTP.nsf/pages/eci795mctp\\_nalp](http://web.odu.edu/webroot/orgs/Educ/Misc/MCTP.nsf/pages/eci795mctp_nalp)

This site provides a template for those wishing to organize their lecture using the New American Lecture format.

[www.ascd.org](http://www.ascd.org)

This site provides both a free on-line tutorial for differentiated instruction as well as an on-line course for a small fee.

[www.successlink.org](http://www.successlink.org)

This site features lessons from Missouri teachers, many lessons are differentiated.

## Tiered Assignments

**What are they?** Tiered assignments are parallel tasks at varied levels of complexity, depth and abstractness with various degrees of scaffolding, support, or direction. Students work on different levels of activities, all with the same essential understanding or goal in mind. Tiered assignments accommodate mainly for differences in student readiness and performance levels and allow students to work toward a goal or objective at a level that builds on their prior knowledge and encourages continued growth.

A teacher can tier assignments based on the challenge level of a task, the complexity of the task, the resources used to complete a task, the expected outcome, the process, and the anticipated products.

**Why use them?** One of the main benefits of tiered assignments is that they allow students to work on tasks that are neither too easy nor too difficult. They are highly motivating because they allow students to be successful at their level of readiness. Tiered assignments also allow students to work in their specific learning styles or preferences.

**How to use them?** First, a teacher must establish clear goals or objectives for tiered assignments; generally, all students are working toward the same goals or objectives on tasks that vary in complexity, abstractness, number of steps, concreteness, and independence. Diane Heacox in *Differentiating Instruction in the Regular Classroom* suggests the following guidelines for successfully tiering assignments:

1. Make sure all tiered activities are introduced with the same level of enthusiasm and interest.
2. Take care to give different work, not simply more or less work, for different tiers.
3. Ensure that all students are equally involved and active.
4. Ensure that all activities are equally appealing and desirable.
5. Expect that all students use key concepts, skills, or ideas.

**Example:** In a second-grade class studying communities, students are examining ways in which animal communities are like and unlike human communities. Students use varied levels of resources to learn about an animal of their choice. The following two tiers were used with the class:

### **Tier #1**

1. Describe an ant community in pictures or words.
2. Compare an ant community to your community in pictures or words.
3. List words that describe your feelings about watching an ant community.
4. Tell the parts of an ant community and what goes on in each part by using words or pictures or by building it.
5. Tell a way that an ant community helps you understand living and working



together in a community.

6. Tell the good and bad things about an ant community.

### **Tier #2**

1. Describe an ant community using at least three sentences with at least three describing words in each sentence.

2. Use a Venn diagram to compare an ant community with the community of the animal you selected.

3. Pretend that ants think like people. Draw a cartoon showing what you think an ant feels like as it goes through a day in its community. Do the same thing with another kind of animal from a different sort of community.

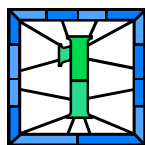
4. Make a diagram of an animal community with parts labeled and tell what each part is for.

5. Write a rule for living together in a community and tell how it would be useful in two different communities.

**To differentiate instruction through tiered assignments,** select an essential skill, organizer, or concept. Think about the readiness, interests, learning profiles of your students. Create an interesting, high-level activity that causes students to use key skills to understand a key idea. Chart the complexity of the activity, and then clone the activity along a continuum in such areas as basic to advanced materials, familiar to unfamiliar forms of expression, concreteness to abstractness, much direction and support to open-ended and ambiguous, slower to faster pace, and/or simple to complex. Finally, match different versions of the task to groups of students based on student readiness/performance, interests, and learning profiles.

<http://webtech.cherokee.k12.ga.us/littleriver-es/ewilliams/tieredassignments.htm>

# Steps to Differentiated Instruction



Select one concept or skill for your class in which students begin at different levels of readiness and/or that they develop at different paces:

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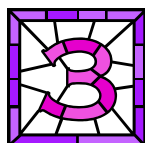


Briefly outline one of the activities you do with the students during the instruction of the above concept or skill:

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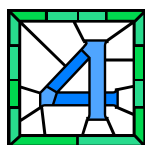
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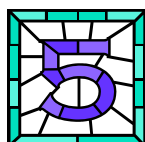
Rank the complexity of the activity on the scale below

1	2	3	4	5
Low Skill		On Level Skill		High Skill
Low Complexity		On Level Complexity		High Complexity
Concrete/Emerging Learner		Grade Level Learner		Advanced Learner



Identify the type of student(s) who would learn best from the activity listed above:

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What type(s) of student(s) would not be able to learn very well from the instruction provided?

# Objective

Using the writing process, respond to a persuasive writing prompt.

# Assessment

Your written draft and graphic organizer will be scored according to the writing rubric.

# Prompt

Write a letter to persuade District Administration to provide you with an additional \$2000.00 for your "personal" budget.

# Directions

Put a checkmark in each box as you complete the task.

- ☐ Begin this writing assignment by brainstorming.
  - ☐ How would use the additional \$2000.00?
  - ☐ Why do you deserve the additional \$2000.00?
  - ☐ How will the money help the students?
  - ☐ Other ideas for the money?
- ☐ Record your brainstorming ideas on the graphic organizer.
- ☐ STOP! Before moving any further, share your graphic organizer with the teacher.
- ☐ After reviewing your graphic organizer with the teacher, complete a first draft of your persuasive letter.

# Differentiated Instruction Plan

Unit of Study: **Representing Data**

Key Concepts/Facts All Students Will Learn:

- ♦ Interpret data from Line Plots, Bar Graphs, and Line Graphs
- ♦ Create a line graph, bar graph, and line plot based on data collected
- ♦ Find the mean, median, mode and range of a set of numbers

What Will Be Differentiated?



Content



Process/Activities

- Review for quizzes
- Mean, median, mode, and range will be practiced in a variety of ways to best meet the needs of the flexible groups



Products

- Student created graphs
- Quizzes

## Concrete/Emerging Learners

- Use calculator to find the mean, median, mode, and range
- X and Y Axis along with intervals will be preset for students prior to putting in the data for all graphs
- Learners will find the mean, median, mode, and range after surveying 10-12 people on the given topics
- The group will have at least ten minutes of additional practice after a new concept is presented using manipulatives. They will use a structured study guide to write down steps to find mean, median, mode, and range
- Quiz will be given after learning two of the terms  
(1<sup>st</sup> quiz: median and range and 2<sup>nd</sup> quiz: mode and mean)

## Grade Level Learners

- Students will be given 3-5 baseball cards to practice finding the mean, median, mode, and range
- Students will be given a few choices for collecting data for bar and line graphs
- Students will accurately label X and Y axis and determine intervals based on data collected
- Students will be given time to work on problems at the board after whole group instruction so they can receive immediate feedback on performance
- Quiz will be given after all terms are presented and learned

## Advanced Learners

- Create own surveys to collect data for bar and line graphs
- Label X and Y axis and determine intervals based on data collected
- Create double line graphs and key for interpretation
- Compare and contrast the mean, median, mode, and range
- After whole class instruction, the students will work independently or in pairs on additional problems

→ Quiz will be given after all terms are presented and learned

## Objective

Using the writing process, respond to a persuasive writing prompt.

## Assessment

Your graphic organizer will be scored according to the writing rubric.

## Prompt

Write a letter to persuade District Administration to provide you with an additional \$2000.00 for your "personal" budget.

## Directions

Put a checkmark in each box as you complete the task.

☐ Begin this writing assignment by answering the following questions.

☐ How would use the additional \$2000.00? (List 3 ideas)

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☐ Why do you deserve the additional \$2000.00? (List 3 ideas)

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☐ How will the money help the students? (List three ideas)

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☐ Other ideas for the money?

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☐ Record your brainstorming ideas on the graphic organizer.

☐ Hand in your completed graphic organizer to the teacher for review.



# Example of a Tiered Assignment

**Key Concept (What All Students Will Know): Names and Functions of the Circulatory System**

## Concrete/Emerging Learners

**Know:** Names and Functions of the Circulatory System

**Do:** Match terms with functions

Students will complete a pre-made card sort matching the parts of the circulatory system with its correct function. After the teacher reviews students' work, the students will then complete a two column graphic organizer.

## Grade Level Learners

**Know:** Names and Functions of the Circulatory System

**Do:** Complete graphic organizer

Students will complete a two column graphic organizer with the parts of the circulatory system and the function of each. Students may refer to their notes while completing this assignment.

## Advanced Learners

**Know:** Names and Functions of the Circulatory System

**Do:** Demonstrate and Explain

Students will be asked to demonstrate parts of the circulatory system "in action". After completing the demonstrations, they will be asked to supply an explanation as to what happened and why.





### Directions for Persuasive Writing Tiered Assignment

Materials Needed: Concrete, Grade Level, and Advanced Writing Prompts, Graphic Organizers (one for each member of the concrete and grade level group, blank paper for the advanced learners)

1. Explain to participants that they will now have an opportunity to experience a tiered assignment from the students' perspective.
2. Remind participants that the first thing you need to do is assess students' readiness for the learning.
3. Tell them that you want to determine how proficient they are with writing. Ask them to raise their hands when the description matches them.
  - a. If they look forward to writing Christmas/Holiday cards, write in a journal, prefer writing to email and the phone. (advanced)
  - b. If they avoid writing at all costs! They use the phone or face-to-face communication to stay in touch with family and friends; they send pictures of family/children instead of writing out cards for the holidays. (Concrete/Emerging)
  - c. If writing is just something you do when you have to...you don't mind writing, but wouldn't set aside time to do it over another activity. Email works just as well as the phone...personal greeting within a holiday card vary on your mood.(Grade Level)
4. Once groups are determined ask them to move to certain places within the room so the group can sit and work together. Ask them to turn to the corresponding page in their tiered assignments worksheets. (A = advanced, G=Grade Level, C=Concrete)
5. Tell them before they get started you have a few things to share with them.
  - a. "Refresh the group's memory about how they have been working on persuasive writing. This activity will allow them to practice responding to a prompt. All groups are working on a persuasive writing prompt. Ask someone to read it aloud for the entire group.
  - b. Be sure to follow the directions on the worksheet. If you have a question, ask someone in your group. If they can't answer it, raise your hand and wait till I come to you.
  - c. I will be around to check in with each group. See if anyone has a question...if not, they can begin their work.
6. Once groups begin working, hand out the graphic organizer to the grade level and concrete groups. Let them know they can work together as a large group or with a partner to complete the assignment...The advanced level group should receive a blank piece of paper so they can create their own graphic organizer.
7. Allow the activity to go on for each group to at least write some things on their graphic organizer.
8. Bring the group back together as a large group and process the activity. Some guiding questions are listed below...
  - a. Who has figured out what group they are in? What lead you to this conclusion?
  - b. How did the activity go for you?
  - c. Ask the group to turn to the grade level activity...explain what is similar/different for the advanced/concrete.

- d. How well did the assessment fit with the task? (the assessment just polled the group in their interest of writing...if we all wrote to a persuasive prompt and were scored using the writing rubric, the various levels of learners would have been identified and the assignment would have better matched their needs. For our purposes today and the time factor, the polling assessment worked best for getting into groups.)

# Objective

Using the writing process, respond to a persuasive writing prompt.

# Assessment

Your written draft and graphic organizer will be scored according to the writing rubric.

# Prompt

Write a letter to persuade District Administration to provide you with an additional \$2000.00 for your “personal” budget.

# Directions

Put a checkmark in each box as you complete the task.

- ☐ Begin this writing assignment by brainstorming ideas for ways to use the additional money.
- ☐ Create a graphic organizer that represents the flow of your letter.
- ☐ Record your brainstorming ideas on the graphic organizer.
- ☐ STOP! Before moving any further, share your graphic organizer with the teacher.
- ☐ After reviewing your graphic organizer with the teacher, complete a first draft of your persuasive letter.

*Key Topic*

*is about...*

*Main idea*

*Main idea*

*Main idea*

*Essential details*

*Essential details*

*Essential details*

*KEY IDEA (What is important to understand about this?)*

